**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling   *X Spiral Review*  ***Use Daily Spiral Review 5.1. You will need to anticipate questions that were not covered by the Common Core, although those questions make great enrichment questions for fast finishers.***   * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?    1. ***Introduce Multiple and Divisible word cards to the word wall***    2. ***Request classroom definitions from the class, record on the white board and discuss.*** 2. How will you provide multiple opportunities for vocabulary to be used in context?    1. ***Teach the Problem based interactive learning lesson in Envision for 5-1*** | **X** Choral Responses   * Partner Responses   **X** Written Responses  **** Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need?    * ***¼ grid paper color tiles, times tables, definitions on the word wall*** 2. Will each student have enough materials to model the problems?    * ***Yes but the students will still work in pairs***   -If they do not, will you have them pair up or adjust the problems?  ***Yes they will.***   1. Where will students record their work during this phase of the lesson?    * ***They will use the grid paper to record their work and use regular paper for working with the tiles.*** 2. How will you check for understanding during this phase of the lesson?    1. ***Class discussion, write examples on the board, show their work on the grid paper*** 3. Will you use the *Extend?*    1. ***Yes, it asks you to look for patterns in a multiplication table*** 4. Will you use the *Link to Investigations*?    1. ***Not applicable in the 6th grade book*** | X Choral Responses  X Partner Responses  X Written Responses  X Paper   * + Math Journal   + Individual Whiteboards   + Student page from the topic pouch   X Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:  *X Visual Learning Animation* (on-line or CD)   * + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   X Document camera   1. Check for understanding during the *Guided Practice*. 2. Where will students record their work?    1. Copies of the guided practice page 3. If most students are struggling during this phase of the lesson, what will you do?   ***X*** Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.   * + Use lessons from *Meeting Individual Needs.*   + Use the *Differentiated Instruction: Intervention* lesson.  1. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*?    1. ***Yes*** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign?    1. ***12,13,14,15 then odds*** 2. Where will students record their work?    1. ***Math journal*** 3. Will you collect, grade and record the independent practice?    1. ***No, we will go over it in class and discuss*** 4. How will you check for understanding?    1. ***Discussion then move to quick check*** 5. If students do not finish the problems assigned for independent practice, will these problems be homework?    1. ***Depends but rarely will this go home for homework. It might move into small group or individual support.*** | * Choral Responses   X Partner Responses   * Written Responses   X Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   *X Quick Check* (in *Teacher Resource Masters)*  *X Writing to Explain*   * + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:    *X Differentiated Instruction*   * + *Math Project*   *X Meeting Individual Needs*  X Teacher-led interventions  *X Leveled Homework*  ***Not always formally leveled but all students and Parent can benefit from the “re-teaching.”***   * + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when?    1. ***Can be used as a review whole class game if not used in centers.*** 2. When will you give directions on how to play?    1. ***Whole class before we begin the activity*** 3. What materials will be needed for the activities?    1. ***Depends on the activity, have your materials ready before you begin*** 4. Will you work with the Intervention group?    1. ***Usually; sometimes parent volunteers can but they need to be prepped.*** 5. How will you determine which activities will be assigned to each group of students?    1. ***It depends on the activities but the Quick Check is a great way to level on the spot.*** | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment   *X Spiral Review*  *X Quick Check*  *X Leveled Homework*   * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework?    1. ***Sometimes. Most of the time it is corrected and discussed in class.*** 2. Will you discuss homework? Is so, when?    1. ***Yes, start of the lesson.*** | |